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ABSTRACT

The Process-Outcome Model (POM) is essentially a competency-based model of student personnel education. This document describes the method of implementing the POM in a seminar on the college student. In seeking to implement the model, the authors make the following assumptions: (1) didactic and experiential knowledge are necessary components for preparation; (2) learning experiences must approximate the "real world" experiences of the student development specialist; and (3) to be an effective student/human development specialist requires knowledge in the areas of human development, person and environment interaction, higher education, and developmental intervention strategies. POM, like most program models, has three basic components (input, process, output), and the authors detail each component part as it applies to the overall goal of the seminar. Sample materials used in the course are included. (Author/PC)

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IMPLEMENTING THE STUDENT PERSONNEL EDUCATION PROCESS-OUTCOME MODEL (SPEdPOM) IN EDUCATION 619C SEMINAR ON THE COLLEGE STUDENT AND THE ENVIRONMENT

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EDUCATION 619C

Seminar on the College Student

and the Environment

Implementing the Process-Outcome Model in Ed 619C

Underlying Assumptions

As we have stated previously, the Process-Outcome Model (POM) is essentially a competency-based model of student personnel education. The basic assumption behind any competency-based model is that skills can be learned, demonstrated, and measured. In addition, such a model assumes that all learning is individual (even if the individual is part of a learning team) and that the learner is goal-oriented. In seeking to implement The Process-Outcome Model in Ed 619C, we are also making the following assumptions:

1. Didactic and experiential knowledge are necessary components for adequate preparation.
2. The learning experiences must approximate as closely as possible the "real world" experiences student development specialists face.
3. To be an effective student/human development specialist requires knowledge in the areas of human development, person and environment interaction, higher education, and developmental intervention strategies.

Characteristics of the Process-Outcome Model

An essential characteristic of POM is that the learner should be provided with a statement of the terminal performance objectives, so that s/he may know what is expected as an end product of the learning experience. The terminal performance objectives for Education 619C will be presented later in this paper.*

Second, education based upon POM should provide for differences among learners, taking into account their accumulated experiences, degree of achievement, and rate and style of learning.

* See Appendix A

Third, a well designed application of POM will provide opportunities for learners to pursue their own goals in addition to basic course requirements.

Fourth, the learning experience should be designed so that responsibility is shared by all involved in the learners' education.

Fifth, provision should be made for continuous evaluation of the learning experience.

The Process-Outcome Model Applied to Education 619C

POM, like most program models, has three basic components: a) Input, b) Process, and c) Output or Outcome. Input involves relevant sources fed into the system that influence and affect the system. Process deals directly with the stages or sequences involved in the learning process. The Outcome is the finished product or consequence of the process. There should also be a built-in mechanism for continuous evaluation and revision of the system. Figure 1 schematically represents this model as applied to this seminar.

Sources of Input

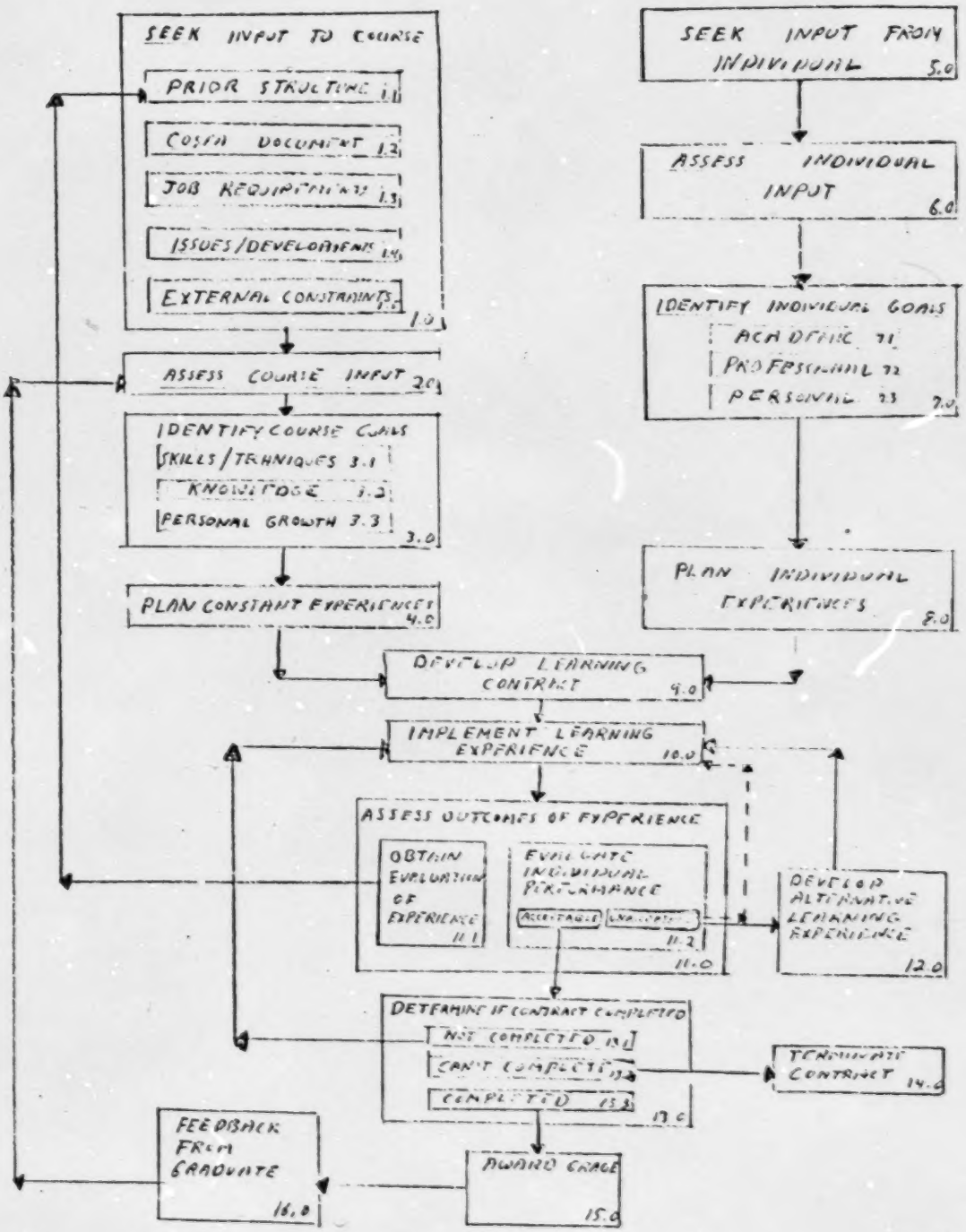
Input to course (1.0). This model identifies five important sources that affect the planning and implementation of the constant experiences in which all enrollees in Education 619C would normally engage:

1.1 Prior structure -- the knowledge, skills, and self-understanding usually provided in Education 619C as it has been offered in the past.

1.2 COSPA document -- "Student Development Services in Higher Education," a paper by the Commission on Professional Development of the Council of Student Personnel Association in Higher Education (COSPA), July, 1972, (revised in 1973), provides the model which is at the heart of the Process-Outcome Model, and represents the most complete effort to date of specifying the clientele, the competencies, and the functions of the student development specialist.

Figure 1

A Schematic of the Process-Outcome Model Applied to Education 619C



1.3 Job requirements -- the actual and forecasted position duties and responsibilities of student development specialists in higher education.

1.4 Issues and developments -- current areas of interest and concern as highlighted in the professional literature and at professional conventions.

1.5 Environmental and institutional constraints -- the limitations under which we operate in providing this seminar, including budgetary constraints, lack of release time for seminar planning, and physical facilities.

Input from individual (5.0). Individuals entering this seminar provide valuable information regarding their unique accumulated experiences and their preferences for instructional format. Utilizing such input makes it possible to modify the seminar format to meet more fully student needs and interests.

Assess program input (2.0). As a result of assessing input from these various sources, the instructor(s) and students alike are in a better position to structure the learning experiences in a manner designed to provide maximum freedom within responsible constraints.

Identify course goals (3.0). If the model was followed in a pure fashion, course goals would not be established until after the information gathering and assessment stages were completed in entirety. However, to gain the approval of the Department of Education's Graduate Committee for considering this course as a Foundation course for the area of psychological foundations, it was necessary to establish some goals prior to the input of individuals enrolling this semester (5.0). In keeping with the Process-Outcome Model, course goals should be constructed in the areas of: 3.1 -- Skills and Techniques; 3.2 -- Substantive Knowledge; and 3.3 -- Personal Growth and Awareness. Per the COSPA recommendation regarding the essential skills of a student development specialist, it is the goal of this seminar to assist each individual in the development of skills and techniques in the areas of goal setting, assessment, and change processes. The four

areas of focus for substantive knowledge are human development (particularly as it relates to the college years), person and environment interaction, the higher educational milieu, and developmental intervention strategies. The course goals for personal growth and awareness relate primarily to the dimensions of increased sensitivity to one's own learning style, and the comparison and contrast of one's own development to the developmental models portrayed in the literature.

Plan constant experiences 4.0. The experiences which each Education 619C seminar participant has been - and/or will be - involved in are as follows: examination of learning style, exposure to the process-outcome model, exposure to Education and Identity, minipaper on self-development compared to Chickering's vectors, contracting for one's own learning, self-evaluation, and instructor evaluation.

Assess individual input (6.0); identify individual goals (7.0); and plan individual experiences (8.0). While it is the instructors' responsibility to assess individual input, the process of identifying individual goals and planning individual experiences is primarily the responsibility of each learner. The instructors' are more than willing and ready to assist and collaborate in this process, however, if the learner desires such assistance/collaboration.

Develop educational contract (9.0). This activity is seen to be at the heart of this learning model and, as such, should be described in some detail. The necessity for sequentially identifying your individual goals for the course (7.0), and planning your individual experiences (8.0) as a result of these goals cannot, we feel, be overemphasized. We would be highly disappointed if your learning contract failed to reflect you and your needs and only reflected our goals for you. In line with this, we would suggest the following process:

a) Review the COSPA document as well as the objectives and subject matter for this course as specified herein. Consider the areas which seem particularly

relevant to you and your needs as you perceive them.

b) Considering your individual goals and the material mentioned in (a), select the area(s) you wish to pursue in some depth, identify the problem(s) on which you would like to work, identify a project you would like to develop, etc.

c) Through consultation with the instructor(s), identify the steps you will need to take and the procedures you will need to use to accomplish your goals. Your end goal(s) should be defined with sufficient specificity that both you and the instructor(s) will be able to tell when you have attained said goal(s).

In line with (b) above, you may choose to develop one broad or overall contract which will meet all of the course objectives (as well as your own), or, you may choose to develop several contracts during the semester which will cumulatively meet the objectives. In either case, your contract should be designed in such a way that progress toward your goals can be observed and demonstrated periodically. Contracts are open for renegotiation at any time!

One item is not negotiable, and that is that all contracts are to be completed by the end of the semester (meaning the scheduled time of the final for this course).

You may choose to collaborate with other learners and develop projects which call for working in groups for part or all of the learning experience. Individual contracts will still be required, however, specifying the share of the group work load that each learner will be assuming.

Implement experience (10.0). Once your contract has been negotiated with the instructor(s), proceed to implement your planned experiences.

Assess outcomes of experience (11.0). An evaluation of each experience is obtained after the designated task is completed (11.1). This assessment, primarily

from the learners but also from the instructor(s), is then fed back to the current and prior course information bank (1.1) for use by the instructor(s) in shaping future courses, and by future learners in preparing their learning experiences. An assessment of individual performance is conducted next (11.2). The criteria for this assessment will have been established in the learning contract (9.0). If the contract is sequential, acceptable completion of one aspect signals the entry into the next learning experience and phases 10.0 and 11.0 are repeated for the next module.

Develop alternative learning experience (12.0). If the performance is unacceptable, the instructor(s) and student will determine whether it is most advisable to repeat aspects of the learning experience to bring the performance to acceptable standards (broken line from 11.2 to 10.0), or to develop an alternative learning experience (12.0 to 10.0).

Determine if contract completed (13.0). After the learning experience is successfully completed, the instructor(s) and the learner determine whether or not all aspects of their contract (all terms) have been met. If contracts have not been completed, the learner recycles to another learning experience. This recycling continues until all conditions of the contract are fulfilled.

Output/Outcome

Terminate contract (14.0). If for some reason a student is unable to complete his or her contract, university regulations regarding withdrawal from a course and/or unsatisfactory completion of a course come into effect and the instructor(s) and the student will collaborate on whether or not a grade is called for and, if so, what that grade should be.

Award grade (15.0). At the end of the semester, each student will submit to the instructor(s) the grade s/he feels s/he has earned for the course. Each student will also describe the criteria s/he used in determining this grade.

The instructors will also assess the overall performance of each student, using the criteria specified below. If the instructor(s) feel that a discrepancy exists between the learner's self-assessment and their assessment, an attempt will be made to reach a mutually acceptable solution through a process of negotiation. It should be pointed out that by university stipulation, the final responsibility for recording and submitting grades rests with Bill. This is not stated as a threat but as a fact of life in this system.

The criteria which the instructors will use in their assessment include:

a) -- quality of performance on the learning contracts.

b) -- active and informed participation in class discussion when such behavior is called for as part of the "constant experiences" (4.0).

c) -- commitment to personal and professional development as evidenced in the learning contracts and investment in the self-directed learning experience.

d) -- receptivity to providing and receiving feedback.

Additional statements regarding the instructors' biases and perspectives on what constitutes a seminar are contained in Appendix C.

Conclusion

We trust this document, and the systematic model which it describes, will help to clarify where we are coming from and where we wish you and the seminar to be headed. We also trust that it will help to begin to alleviate some of the frustration and confusion which you have candidly and rightfully expressed regarding our intent. We don't expect it to answer all your questions, but we hope it will provide a basis for informed interaction.

References

Commission on Professional Development of the Council of Student Personnel Associations in Higher Education. "Student Development Services in Higher Education." COSPA, 1973.

Highlen, Pamela S. and Voight, Nancy L. "Training Counselor Educators: A Competency-Based Model." Unpublished paper presented at the NCACES Convention, November, 1974.

Apperdix A
Outcome Objectives

3.1 Skills & Techniques

Be able to assess the impact of college environments on student development.

Be able to assess the current developmental status and needs of students within higher education settings.

Be able to set goals for student development within higher education settings.

Be able to facilitate student development by applying various change processes at all levels (individual, group, and organization) of higher education systems.

Be able to evaluate programs in nigher education in terms of their impact on student development.

Be able to effectively communicate your ideas.

Be able to formulate simple learning contracts which take into account different student learning variables.

3.3 Personal Awareness & Growth

Take an active role in directing your own learning experiences within this course.

Examine your own development in terms of theories and principles of human development.

Demonstrate an openness to both giving and receiving honest feedback.

Appendix B
Substantive Knowledge

1. developmental principles
   - epigenetic patterns (tasks and/or stages)
   - hierarchy of needs
   - existential view of development
   - challenge - response model
   - models of optimum development
   - universal and idiosyncratic aspects

2. relationship between individual development and environment
   - situational potential
   - opportunity/support/reward structures
   - psychoecology
   - results of research on impact of college on students

3. what is a college/university
   - educational system
     - what is higher education
     - education for what
   - social institution
   - social system
     - subcultures
   - organization
   - physical environment
   - assessing the environment

4. developmental interventions
   - development vs. adjustment
   - student development programs
   - psychoecology
   - organizational change and development
   - human development programs

Appendix C
A Personal Statement

We view a seminar as a group of people coming together with a deep, mutual interest in learning about some subject. Participants engage in both individual and group activities. Each member has a voice in determining what goes on in the seminar. Everyone participates actively and enthusiastically. There is free, open, and spontaneous exchange and discussion of ideas. Each participant is assumed to be self-motivated and self-directed with regard to her/his own learning. Each person is interested in facilitating the learning of the other participants, and each member of the seminar functions as a resource person for the others. A sense of community develops, and participants are treated as whole human beings.

To be most effective as a facilitative learning environment, a seminar requires a climate of mutual trust and respect. Cooperation rather than competition is the norm. Mutual goal setting prevails in group activities. Participants expend energy and take risks in their own behalf, and everyone endeavors to be responsive to the others. Seminar members provide each other with frequent feedback.

When we reflect on our own desired roles in this course, the words which come to mind are consultant, facilitator, and resource person. We urge you to make use of us as such. We are deeply committed to endeavoring to individualize and humanize this learning experience. Within the limits of this course, we hope to maximize your freedom to learn. Our intention is to provide a learner-centered (rather than instructor-centered) learning experience. The outcome objectives are provided not as impositions on your learning but as guides for directing your learning and development as professionals.

We have set some rather ambitious and idealistic goals for you and for us. We urge you to hold us accountable for our goals and principles. Do not hesitate to share with us your reactions to us and to the course. We, too, expect to learn and to grow through this experience.

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NUMBERING KEY

I. Consulting/Counseling Mode
II. Teaching Mode
III. Administrative Mode
IV. Intra-and Inter-personal Awareness Mode

---.A- Diagnosis and Assessment Competency
---.B- Goal Setting Competency
---.C- Facilitation of Change Competency

---.-1 Institution as clientele
---.-2 Group as clientele
---.-3 Individual as clientele

The final "0" after each module number is to indicate one of the original basal modules. As students choose to develop their own modules, a master file of possible modules will be maintained and supplemented. These will then be numbered with successive numbers greater than zero.

The value of such a number system is that it makes it easy for a student to single out those modules on which he wants to work. If a person wants to specialize in the administrative mode, for example, he could elect to do a majority of III.--- modules. A performance criteria for mastery in terms of number of modules completed per competency area would need to be determined.

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PROPOSED STUDENT PERSONNEL WORK COMPETENCIES

I. CONSULTING/COUNSELING MODE

A. Diagnosis and Assessment

1. Institution: analyzing existing institutional resources, needs, structure, programs, and goals
2. Small group: analyzing a group's power and leadership structure, interactions, agendas, and members' skills and abilities
3. Individual: analyzing an individual's development, needs, resources and goals.

B. Goal Setting

1. Institution: eliciting specific institutional objectives
2. Small group: assisting a group to arrive at a concensus in terms of goals
3. Individual: assisting an individual in goal clarification

C. Facilitation of change

1. Institution : intervening in a power structure to encourage change in stated institutional objectives
2. Small group: aiding the group process and conflict resolution
3. Individual: creatively implementing student development and establishing a productive counseling relationship

II. TEACHING MODE

A. Diagnosis and Assessment

1. Institution: relating a knowledge of American higher education to an institution's objectives
2. Small group: using a knowledge of group dynamics to assist a leader in analysis of a group
3. Individual: Teaching others to construct and utilize tools and techniques of assessment

B. Goal Setting

1. Institution: preparing for institutional leaders a demonstration of the process by which institutional goals are translated into institutional action
2. Small group: teaching the goal-setting process to a small group
3. Individual: demonstrating, to another individual, the process of individual counseling

C. Facilitation of Change

1. Institution: communicating to institutional leaders the principles and strategies of large scale system change
2. Small group: teaching strategies for conflict resolution to identified group leaders
3. Individual: preparing training experiences based on principles of psychological education

III. ADMINISTRATIVE MODE

A. Diagnosis and Assessment
   1. Institution: identifying a feed-back and communications system for an institution
   2. Small group: investigating all aspects of the process by which functions of an administrative unit are accomplished
   3. Individual: interviewing an individual to elicit appropriate and necessary information

B. Goal Setting
   1. Institution: translating an institution's expressed goals into behaviors and tasks appropriate to an administrative unit
   2. Small group: supervising a group in the process of determining objectives and planning the means for attaining them
   3. Individual: negotiating agreement with individuals regarding their goals and institutional expectations

C. Facilitation of Change
   1. Institution: implementing stated goals through appropriate allocation of resources
   2. Small group: providing administrative leadership to a group confronted with a mandate for change
   3. Individual: stimulating creativity and initiative in an individual

IV. INTRA-AND INTER-PERSONAL AWARENESS MODE

A. Diagnosis and Assessment
   1. recognizing one's own strengths, limitations, and interpersonal impact
   2. learning to give and receive feedback

B. Goal Setting
   1. determining a personal philosophy
   2. determining an ethical structure
   3. developing a professional identity

C. Facilitation of Change
   1. pursuing cognitive and affective self-development
   2. becoming increasingly self directing
   3. developing an experimental attitude and a willingness to take risks

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I/B/3

SAMPLE MODULE

(Consulting Mode/Goal Setting/Individual)

I. Prerequisites: Basic counseling skills and abilities to interpret and translate various vocational guidance instruments will be required. (Grad II and Strong)

II. Estimated Time: This will occur in approximately two to three months.

III. Goal: The goal is to provide opportunities to assist individual students in goal clarification, with regards to their vocations and desired employment.

IV. Pre-assessment: A demonstration of ability to administer and interpret vocational guidance instruments will be conducted along with proper counseling of students.

V. Objectives: These include a demonstrated proficiency in interpreting instruments and properly integrating the results with other student information to help facilitate their selection of vocational goals.

VI. Learning activities will include:
1. Actually taking the SVIB to better understand the mechanics.
2. Utilizing the Grad II system in order to gain a total knowledge of the service it provides.
3. Analyzing several students' results and discussing conclusions with a qualified supervisor.
4. Examining other aids employed by UPS in assisting students in their goal setting; reference self knowledge and employment.

VII. Post-assessment: Under observation, a student will be carried through all phases of testing, consulting, and eventual sound goal assessment; reference future employment.

VIII. Remedial: A review will be made of all learning activities and other students will be carried through the entire program.

Developed by Bill Ryan, Master's Degree Student, for Education 614, (Field Experience) in the University Placement Service (UPS), January, 1975.

Curriculum Issues and Questions

1. There is lack of consensus within the "profession" regarding preparation content and methods. Would it be possible to achieve greater agreement by utilizing this type of model built on this theory and with these broad competencies?

2. How far, if at all, away from a counseling base should we go in preparing the Student Personnel Worker? Should this preparation be situated within a counselor education program or within an educational administration or higher education curriculum?

3. Isn't Student Personnel Work really interdisciplinary in nature? If the answer is yes, it still needs a home. Which takes us right back to issue number two!

4. Does the fact that the competencies in our model imply more than, and a wider base than a strictly counseling preparation necessarily also imply incompatibility? Could counselor education programs in fact benefit by the added emphasis on human development principles which would result if the competencies were implemented?

5. Is Student Personnel in a bind because it is in fact two fields: Human Development and Management Services for College Students??

6. Consider: The expanding knowledge of organizations, their behavior and functioning. The challenge of technology, especially computers and all their potential as tools, with the accompanying spectres of misuse and overuse. The need within our profession of administrative skills.

7. Curriculum as more than just courses and classrooms but as many other kinds of experiences, a total package, a "Gestalt". A curriculum creates expectations on the part of students, on the part of faculty, and also, (hopefully) on the part of consumers.

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